



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

### IMPORTANT FACTORS IN THE SUCCESSFUL TEACHING OF BEGINNING LATIN

At the Classical Conference at Syracuse, November 27-28, 1917, Mr. Robert Holmes, West High School, Rochester, spoke on Important Factors in the Successful Teaching of Beginning Latin. Mr. Holmes made four recommendations.

(1) For all First Year Latin classes the extensive study of Latin in familiar English words and of English derivatives from all Latin words met in the lessons should constitute the chief occupation. If this is done for a year, at least, the habit of word dissection will have become unconscious, and the class will feel the significance of the component parts of both Latin and English words, and will much more easily master inflections and syntax. (2) Easy Latin readings should be used all through the first year. The ideal way to learn new words is from the context; a student should not be allowed to look up meanings with his hands until he has used his brain to the extent of applying to a word three tests, the context, English cognates, and the possibility that the apparently unknown word is a new form of a known word. New constructions will be learned much more easily through contact with them in stories than from study of them in the abstract from a Grammar. (3) Latin grammar and prose composition should be regarded as having value only as they enable one to read Latin. (4) For translation the *reading* of the Latin should be substituted. In arriving at the meaning of phrases a certain amount of translation is necessary, but the significance of the whole clause or sentence or paragraph should commonly be told by the student in his own words, seldom in the words of the text. The student should read the Latin sentence in the Latin order in phrases so small that he can say the Latin words and think the thought at the same time. He should be kept at such work in his first year until he reaches the point where he gets most of the thought from reading the story through, and very little translation is necessary. It is surprising how quickly a class can be taught to do this.

### THE CLASSICS FROM THE STANDPOINT OF AN ENGINEER

At the Classical Conference at Syracuse, November 27-28, 1917, Dean William P. Graham, of Syracuse University, discussed The Classics From the Standpoint of an Engineer.

Of the old classical training, "which gave one a *sound* knowledge of the fundamentals of Latin and Greek, of at least one modern language, of mathematics, of ancient and modern history, of science, philosophy, and logic", he spoke as follows:

The range of subjects, while not comparable with that offered in a modern University, was still sufficiently large, and, what is more important, they were what we may term vital subjects. But, what is of even greater importance than the subjects themselves, the classical graduate had acquired certain habits which were of extreme importance for his successful after-life. He was accustomed to study hard, at fairly definite periods, and to master, in the sense of understanding, that which he studied. He acquired the habit of committing things to memory and of reproducing them when wanted. He took his work seriously and acquired the habit of being honest and truthful, and of despising sham and deception of all kinds. He arose early,

worked hard, had few luxuries, and had little opportunity for dissipation. . . .

Of special interest are the following paragraphs, coming, as they do, from a man of science:

Little by little the old curriculum was reorganized, disorganized, and overturned, until to-day we have an educational system which is trying to reconcile a number of irreconcilable tendencies and is entirely lacking in any unifying plan. Here and there good teachers are doing good work in spite of the system, or rather lack of system. But I think it is a question whether Science has done much in a broad educational sense. It has taught us to poke into corners and rubbish heaps. It has emphasized the purely material side of life and has tended to narrow the outlook, to make those things which cannot be weighed or measured seem of little importance. It has tended to distort our sense of relative values, to make religious questionings and aspirations seem futile. It has become dogmatic and persecutes the unorthodox.

Dean Graham finally gave the opinions of various engineers in favor of Latin, opinions expressed some years ago, in the course of a discussion on the best education for electrical engineers.

Mr. William Stanley said: "If we are to limit the engineering profession to those men who can do certain mechanical or engineering duties in a certain way, then we must take from it all the men who are to carry the burdens of the future, and to solve the problems that are coming on. There can be no inventors, because there can be no imagination developed by this course of training. . . . This morning every paper that was read on this subject was presented by a man who did not have such a limited education; it would have been utterly impossible for the papers that were read this morning to have been prepared, if the men who presented them had had this limited mechanically devised system of education".

Mr. F. S. Pearson said: "I believe that the engineer should have a thorough knowledge of Latin and a fair knowledge of Greek; not that he will ever need them in his engineering work, but for the mental training and culture that a man gets from the study of these languages, and the great aid they are to him in the study of modern languages".

Mr. C. O. Mailloux said: "I was extremely pleased to hear so distinguished an engineer as Mr. Pearson put in a good word for Latin. It happens that Latin is one of my hobbies. I have found Latin useful, not only as an intellectual rest and recreation, but as a means of mental training and diction. I regard both Latin and Greek as a most valuable mental training and accomplishment".

Mr. Graham closed as follows:

These extracts will serve to emphasize the fact that our prominent engineers are not unfavorably disposed toward the study of Latin. Taken as a whole, our education problem to-day is very difficult and complicated. It seems to be self-evident that a large proportion of those whom we are trying to educate could not survive an old-fashioned classical training. But I think I am safe in saying that those who could survive it and could thrive under such discipline would be distinguished by a high average of intellectual power and would be well qualified to take their places as leaders in thought.

The passing of the old classical course has left a void in our old educational system, which up to the present, we have not been able to fill.